National Congress Bulletin

MARCH 1954 PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 5 • VOL. 21, NO. 7

Dear P.T.A. President:

AREN'T you dismayed as you read and hear so much about the increase in juvenile delinquency? I am. The statistics in themselves are alarming enough, even though the figures they present are cold and anonymous. But when we go beyond the figures to the children they stand for, individual boys and girls with names and feelings, our hearts ache for their pitiable plight.

They are the products of small communities as well as of big cities. They are children from what we ordinarily think of as good homes as well as from slums. Their misbehavior takes many forms—theft, vandalism, arson, assault, and worse crimes. It has various causes.

Whether these youngsters strut on street corners or roam in alleys, whether they stand sullen and defiant or frightened and bewildered in dismal courtrooms and jails, we know they are miserably unhappy. And we know also that we of the adult community share responsibility for their delinquency. If children are good, it is because we help them become so. If children are bad, we can be sure that somewhere along the line home, school, church, or community has failed them—failed to guide and lead them aright.

• You and I as P.T.A. leaders are doing many things both to prevent delinquency and to assure humane, intelligent treatment for those who are delinquent. But I think we have not stressed enough, or made enough use of, our most effective resource in this crusade for juvenile welfare. That resource is our official magazine, the *National Parent-Teacher*. If we could put it into every home, if we could increase the number of parent education groups that are studying and discussing its articles, then we would be strengthening immeasurably the bulwarks against delinquency.

That is why I urge you as a P.T.A. leader to make a special effort during the months of March and April to extend the use of the *National Parent-Teacher*.

Month after month the magazine brings parents and teachers the insights, information, and techniques to help meet and solve their problems. Let's look at the 1953 issues, for example. You remember that the *National Parent-Teacher* published an article by Martha M. Eliot, M.D., chief of the U.S. Children's Bureau. Dr. Eliot alerted our readers to the tremendous urgency of the juvenile delinquency problem and outlined specific actions for P.T.A.'s to take. In the following months came helpful articles by other authorities: "How the Environment Helps or Hinders" by Ruth W. Washburn (February); "Danger Signs of Delinquency" by Edward H. Stullken and "Does the School Meet Individual Differences?" by Willard C. Olson (both in March); "Where Can They Go for Counsel?" by Helen H. Perlman (October); and "Don't Be Afraid of 'Don't'" by Donald A. Bloch, M.D. (December).

Remember, too, "101 Questions About Public Education," a series of articles appearing currently. Widely publicized, these questions and the answers to them can quicken the public pace toward better schools. And better schools mean less truancy, fewer dropouts.

• This year's issues have given us many other articles and features, among them the "Motion Picture Previews," and articles on polio and television, and Bonaro Overstreet's wonderful essays, which bring us insights that make us better men and women and hence better parents and teachers.

But our magazine—as its editor, Mrs. Grant, has said—is more than articles, features, and departments. It is an idea—the idea that the average American citizen wants his children and all children to be cared for, loved, and led as God intended them to be. Conscientious parents and other citizens want to know how to provide the environment, the guidance, and the moral and spiritual strength that are a vaccine against delinquency. The magazine is committed to bringing them the information and understanding that help them do the job.

Sad to say, there are a great many people who don't know that there is such a magazine as the *National Parent-Teacher*. This is your responsibility and mine. *You* can bring the *National Parent-Teacher* to the attention of every parent and teacher in *your* community. Tell them about the *National Parent-Teacher*. Tell them about its great reservoir of reliable information on children's needs, on their growth and development, on guidance methods—on everything that affects the welfare of children and youth.

• Other organizations and individuals are interested in this problem of delinquency. In addition to our cooperation with them and our other activities, we must emphasize the usefulness of the *National Parent-Teacher* in this crusade for juvenile welfare. It is our special contribution, a unique one. I urge you and our 38,851 other local presidents to put particular emphasis on it during the next few months. Display it at all P.T.A. meetings during March and April. Have the magazine committee present to answer questions and take subscriptions. Plan to highlight material from the magazine on your programs. There

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• Mrs. Leonard wearing the insigne of office, the gold chain made up of 50 oak leaves symbolizing the 50 state branches of the National Congress. The chain was presented to the Congress by the third national president, Mrs. Milton P. Higgins of Massachusetts.

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is scarcely a topic that cannot be illuminated by some article. Let us also make sure that the magazine is available in the local library.

The *National Parent-Teacher* gives to its readers ever increasing competence and confidence in their care and guidance of children and youth. When we introduce readers to the *National Parent-Teacher* we do a real service to children and young people. By extending the use of our magazine we can make a capital contribution to the crusade against delinquency.

Loyally yours,

Lucille P. Leonard

MRS. NEWTON P. LEONARD, *President*
National Congress of Parents and Teachers

P.S. Moving day is near! About the first of April we expect to move into our new national home.

Bertram M. Beck

Benjamin Cohen

William A. Early

Nelson A. Rockefeller

● AT LEFT are some of the participants who will appear at our 1954 national convention in Atlantic City, New Jersey, May 24–26.

Bertram M. Beck is director of the Special Juvenile Delinquency Project. Benjamin Cohen is assistant secretary-general of the United Nations in charge of public information. William A. Early is president of the National Education Association. Nelson A. Rockefeller is undersecretary of the Department of Health, Education, and Welfare.

Headquarters will be the Ambassador Hotel. Meetings will take place in Convention Hall, on the Boardwalk. For information about hotel reservations, see page 5.

Bronxville Families Agree

A GROUP of parents in Westchester, New York, made news last fall when they drew up a code of behavior for themselves and their teen-age youth. *The New York Times* reported the publication of an eight-page pamphlet by the Bronxville Community Council—a group initiated by parent-teacher members in the spring. Teachers and students also had a hand in preparing the code, which is intended, says Graham Gardner, chairman of the council, as a practical guide, not as a "dictatorial standard for controlling behavior."

In the belief that our readers will find it interesting and helpful, we are reprinting the code below.

WE AS A FAMILY AGREE . . .

1. We will respect other persons and their property.
2. Family plans should be so organized that all members can be reached in case of emergency or change in plans, specifically in the evening, and if at all possible, during the day.
3. Parents should be at home and available at all times when young people entertain.
4. Entertainment should be planned before a party, and parents should plan to be present during the party.
5. We will limit the number of guests to a group that can be accommodated easily in the home and will confine the party to a prescribed area in the home.
6. We will not admit uninvited guests unless it is a "casual" party and no guest list has been established. Any uninvited guest should be politely but firmly asked to leave. If he or she refuses to leave, the parents should be phoned.
7. Parties in our home will terminate at the appointed time, and invited guests will be informed beforehand when the party is expected to end.
8. There should be sufficient lighting in the house and party rooms at all times.
9. The host or hostess and the parents have the right to expect proper behavior at all times, and their homes will be respected; disrespectful or unruly guests should be reprimanded.
10. Social engagements end no later than . . .

GRADE	7th	8th	9th	10th	11th
Informals at school or elsewhere	9:30	10:00	10:30	11:30	12:00
Home parties	9:30	10:30	11:00	11:30	12:00
General dating	9:30	10:00	11:00	11:30	12:00
Nondating				11:30	12:00

These hours refer to parties given in our home and those to which we may be invited.

11. There will be no additional parties held later in the same evening unless parents are advised beforehand and these parties fit within the time schedule outlined in No. 10 above; parents and young people will not plan parties that compete with school affairs.
12. A definite interval of time between the end of the social engagement and the arrival at home should be agreed upon by parents and young people.
13. The girl and her parents should agree on a definite time to return home and the boy should be informed of this by the girl's father.
14. Parents and young folks should have a common understanding about where and with whom time will be spent; roaming the streets will not be countenanced.
15. The means of transportation for a party before the boy or girl leaves should be decided upon.
16. No one should drive who does not have a legal right to drive, and no one should ride with an unlicensed driver.
17. No one should assume that he has the right (even in his own home) to permit alcoholic beverages to be served to other peoples' children.

WHAT OUR CONGRESS PARENT-TEACHER GROUPS *Are Doing*

• P.T.A. members greet a group of German educators as they arrive for a three-day visit in Deep Run Valley, Pennsylvania. Mrs. Margaret M. Seylar, who described their experiences, is second from the left.

German Teachers Get a Rural Welcome

Deep Run Valley in Pennsylvania is a rural community, its one-room schools stretching out over ninety square miles. Families farm the rich land of Bucks County or live in the small villages surrounding. There are no hotels or public transportation.

It posed a vivid contrast to the German educators who arrived there last summer as guests of the townspeople. In their six months' stay in America they had seen teeming cities and university towns, but nothing that resembled a rural community. They had observed the nation's educational system from the university to the kindergarten, but this visit promised to add a new page to their experiences.

Temple University arranged for the tour, which lasted three days. Ministers in the area asked members of their churches to take the German visitors into their homes and give them a taste of American farm life. There were more offers of room and board than guests, creating a waiting list of homes for future visitors.

Transportation was quickly arranged after the P.T.A. agreed to supply volunteer drivers. Members greeted the travelers at the railroad station and then conducted them to waiting cars and set out for the schools assigned. These P.T.A. hostesses remained with their guests throughout the day.

Each visiting group spent the morning in a primary room and the afternoon in an upper grade room. Lunches for the guests were packed and sent to school by the home room representatives of the P.T.A.; thus guests, teachers, parents, and children met informally during the lunch hour.

In the evening the German visitors had an opportunity to take part in a regular parent-teacher meeting. A day of sightseeing followed, including a trip to Welcome House, the home established by Pearl Buck for Asiatic-American children. Cooperation was the keynote there as ten children of differing backgrounds lived contentedly with Pennsylvania German houseparents.

Margaret M. Seylar, director of elementary education in Deep Run, witnessed the three-day activities and says in sum, "No formal evaluation of the program took place. Letters sent us by the Germans and the comments of the parents who participated are absolute proof that this was an experience never to be forgotten."

A Revolving Census

School authorities in Winfield, Kansas (population, 10,000), were troubled by the shuffling of kindergarteners from one school to another. Parents withdrew their children from one class as soon as it became crowded and entered them in another, thus creating instability in kindergartens throughout the city. And redistricting came too late in the fall to restore a proper balance in the size of classes.

What to do? School officials decided the solution lay in a census of preschool children. As a project the census appealed to P.T.A.'s in Winfield. Last March mothers from each local unit volunteered to spend a few hours in canvassing assigned areas in their district. Most women completed their house to house visits in one or two afternoons.

From these visits P.T.A. members ascertained whether preschool children would attend public or parochial schools and at what date they would enter kindergarten or first grade.

State publicity chairman Mrs. J. E. McGaffin reports that the project was highly successful. School boundaries were redrawn long before September enrollments, and another kindergarten teacher was employed. It was found that only one new school was needed after first-grade enrollment had been estimated for the next five years. And when the time came to cooperate with the public health department in institut-

(Continued on page 4)

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EDITORIAL STAFF OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

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Managing editor: Mary A. Ferre
Senior assistant editor: Mary Elinore Smith
Assistant editors: Josephine Costantino, Mrs. Vera Diekhoff, Margaret Reynolds.

Administration Projects

Assistant editor: Mrs. Cora G. Barron.

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ing the Summer Round-Up, there was a list of parents' names available for immediate contact.

Periodically birth records are checked for names of babies born to residents of the city. Gas meter installations and removals also provide information on population change. Now that the entire community has been surveyed, Winfield P.T.A. members find it easy to carry on their revolving census.

Facts at Their Finger Tips

Arizona P.T.A. members have a new aid in their fight against juvenile delinquency—a handy primer on *Children and the Law in Arizona,* just published by their state congress. The sixteen-page booklet summarizes the juvenile code and explains how the juvenile court and the youth authority work throughout the state. A most important feature is a clear and concise statement of general and specific laws affecting children.

Prepared with the expert assistance of the juvenile judge of Maricopa County, the Honorable Charles C. Bernstein, and Phil Stitt, a member of the congress advisory legislation committee, *Children and the Law* grew out of recent findings that most citizens were not familiar with these laws or the philosophy behind them. Among the subjects covered are child employment, fair wages, legal driving age, child marriages, and housing laws that affect children.

"A better informed public," says the Arizona Congress, "is essential if we are to meet the serious problems that our increasing juvenile delinquency imposes." *Children and the Law* gives its readers a fresh start in this direction.

© *Lakewood Public Schools*

• Mrs. Meldrum W. Berkey, president, Lakewood (Ohio) Council, cuts a cake served at a tea for civic leaders who attended opening ceremonies commemorating the sesquicentennial of Ohio's statehood. P.T.A. presidents wore period costumes for the event. Mr. Berkey looks on.

MAY 24, 1954
NATIONAL CONVENTION OPENS IN ATLANTIC CITY, NEW JERSEY

© *Wyoming Eagle*

• The Wyoming Congress featured a **National Parent-Teacher** luncheon at its last convention. Among those present were Mrs. Newton P. Leonard (seated, center), Mrs. Henry N. Goodrich, chairman of the Magazine luncheon (at her right) and the newly elected president, Mrs. Glenn K. Rogers (standing behind Mrs. Leonard).

P.T.A.'s Circle the Globe

If we were to chart on a map all the P.T.A.'s now organized in foreign territory, the lines would cross almost every latitude and longitude. That's because no single ambassador has spread the parent-teacher movement; its growth has been the work of many. Wherever American families settle abroad and organize their own schools, local units are apt to appear.

Here is the latest tally of such units to come into membership with the National Congress:

Location	P.T.A.'s and Charter Members
Azores	Azores, 116
England	Shaftesbury, 23
France	Laon Air Base, 300 Chateauroux Dependents School, 150
Germany	Berlin-American Dependents School, 95 Kassel American School, 75
Greenland	Narsarssuak Air Base, 80
Johnston Island (an atoll in the South Pacific)	Johnston Island Air Base, 36
Philippine Islands	Subic Bay, 140
Newfoundland	Harmon Air, 10
Venezuela	Sinclair Staff School, 50

We'll be interested in following the activities of members of these associations, most of them American military personnel and their dependents, to whom the P.T.A. is a welcome reminder of home.

Data on Delinquency

The problems of juvenile delinquency may seem quite distant from preschool children, yet parents of this age group in New York State are mindful of its threat in the future. By investigating the causes of delinquency early in a child's life, they believe that this threat will be minimized. Announcing a series of three meetings concerned with children from three to six, officers of Ramapo Central School District No. 2 state, "State and federal authorities definitely say that [the fight against delinquency] must begin in the home. Good schools, health, and recreation are also important."

A glance at their program shows that none of these influences was neglected. The first meeting was devoted to a panel and a play, *Scattered Showers,* by Nora

Stirling. Among the topics discussed were how the home sets the pattern of communication between the child and the adult world, and how it helps him to take his first steps in religion.

Members of the audience took notes as the panel talked and presented their questions at the next meeting. The physical health of the preschool child was discussed at the final meeting by the school doctor, the school nurse, and the nutritionist, among others. Co-sponsor of the meetings was the Rockland County Mental Health Association.

• From Seattle comes word that P.T.A.'s in forty Washington communities have sponsored creative dramatics classes in public school buildings. Registration for one summer totaled 2,700 children and 100 mothers. The program is designed to provide situations that develop creative thinking, build cooperative attitudes, and assist children in making decisions.

CONVENTION HOUSING

If you plan to attend the national convention in Atlantic City, New Jersey, May 24–26, it's wise to make arrangements now for hotel accommodations.

The first step is to write to your state congress office for an official application form. On it you will find listed the two hotels designated for convention delegates, the *Ambassador* and the *Ritz-Carlton.* In filling out this form please indicate your first choice; if the hotel of your first choice cannot accommodate you, your application will automatically be forwarded to the other hotel.

Rates for the two hotels are as follows:

Ambassador

Single rooms	$6.00–$14.00
Double rooms (twin beds)	$8.00–$18.00
Suites	$20.00–$36.00

Ritz-Carlton

Single rooms	$6.00–$8.00
Double rooms (twin beds)	$8.00–$16.00
Suites	$25.00–$50.00

The Ambassador (official headquarters for the convention) and the Ritz-Carlton are adjacent to each other on the Boardwalk. Together they can amply accommodate all delegates.

When you have completed the application form from your state congress office, mail it to the hotel of your choice. You will receive confirmation from the hotel accepting your reservation.

P.T.A. Moving Day Draws Near

© *Jon's Studio*

• In a preview of our new headquarters Mrs. W. C. Storey, president of the Ohio Congress, and Mrs. Russell C. Bickel, national secretary, inspect the combination of the vault.

MOVING DAY for the National Office grows closer every week. Although the official date has not yet been set, the Congress will take possession early this spring of its new headquarters at 700 North Rush Street, Chicago.

Keeping pace with construction progress, national headquarters contributions are more than two thousand dollars higher this fall than the comparable period last year! Since the last reckoning (reported in the January 1953 issue of the *Bulletin)* **Wyoming** has passed **Georgia** as the state with the highest average-per-member contribution to the fund. While Georgia still stands high—with twenty-two cents per member—Wyoming has increased its average two cents to stand at the head with twenty-three cents per member.

States that have contributed an average of ten cents or more per member now number twenty-one, with eight new states joining these ranks (as of January 15, 1954) since the previous listing in the January 1953 *Bulletin:*

Wisconsin	**North Dakota**
Mississippi	**Kansas**
Florida	**Ohio**
Maryland	**South Carolina**

South Carolina merits special recognition for the greatest achievement in the fourteen-month period between November 15, 1952, and January 15, 1954: an increase of five cents a member—doubling the amount raised in all the preceding months of the headquarters fund!

Adding substantially to the headquarters fund is the continuing sale of the Objects Bookmark, introduced at the 1953 national convention. The states leading in the sale from May 1953 to January 1954 are as follows:

1.	**Ohio**	10,000
2.	**California**	4,000
3.	**Missouri**	2,500
4.	**Indiana**	2,000
5.	**New Jersey**	2,000
6.	**New York**	2,000
7.	**Pennsylvania**	1,500
8.	**Tennessee**	1,500
9.	**Georgia**	1,000
10.	**Idaho**	1,000
11.	**Utah**	1,000

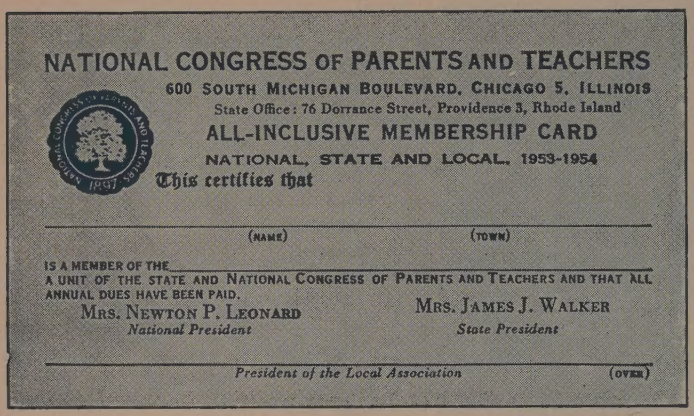
(Other states have large quantities out on consignment; these figures represent only actual sales.)

Five cents from the sale of each bookmark has been credited to national headquarters, a fraction that has amounted to almost $3,000 to date. This sum represents a total of 58,897 bookmarks sold.

Every statistic has a story, of course, and this month we'd like to focus attention on a P.T.A. in Vermont which has remembered that often-overlooked but indispensable man, the school custodian, or janitor. The state chairman for national headquarters, Carroll Fenwick, Jr., has forwarded to the National Office a check amounting to ten dollars from the Summer Street P.T.A., St. Johnsbury, Vermont, " . . . to be designated as an honor gift to Mr. Alphonse White, 69 Pleasant Street, St. Johnsbury . . . Mr. White is our school janitor, who is eighty-one years old. He has been at the school since the doors opened in the fall of 1923—thirty-one years ago. He attends every P.T.A. meeting and is loved by all the children and parents."

Our records show only one other gift of this kind—from Stewart Stoll of Cuyahoga Falls, Ohio, in memory of his father, who had been the school custodian. Yet to many who recall with affection the pleasant daily association with their school custodians and the important role that these friendly persons played in their childhood it will seem distinctly appropriate that a school custodian's name should appear in our Book of Honor, along with the thousands of names of teachers, principals, superintendents, and P.T.A. presidents that will be there.

WHAT WE GET


NATIONAL CONGRESS OF PARENTS AND TEACHERS
600 SOUTH MICHIGAN BOULEVARD, CHICAGO 5, ILLINOIS
State Office: 76 Dorrance Street, Providence 3, Rhode Island
ALL-INCLUSIVE MEMBERSHIP CARD
NATIONAL, STATE AND LOCAL, 1953-1954
This certifies that
(NAME) (TOWN)
IS A MEMBER OF THE
A UNIT OF THE STATE AND NATIONAL CONGRESS OF PARENTS AND TEACHERS AND THAT ALL ANNUAL DUES HAVE BEEN PAID.
MRS. NEWTON P. LEONARD, National President
MRS. JAMES J. WALKER, State President
President of the Local Association (OVER)

WHAT WE GIVE

- As Members of the National Congress of Parents and Teachers

DR. IVAN BOOKER'S reply to a school principal who asked the question . . .

- *What does a P.T.A. gain from membership in the National Congress of Parents and Teachers?*

Dear Miss_____:

- The question you raise is a common one: "What does a P.T.A. gain from membership in the National Congress?" That same perennial question must be answered by every organization which depends on voluntary memberships—"What do I get out of it?" Teachers ask it about membership in state and national professional organizations. Some people base their decision about church membership on it. But actually it is one that has no categorical answer. So much depends on one's system of values. Every person and each new generation must answer the question anew. However, perhaps I *can* suggest a few ideas for discussion and call attention to a few yardsticks that are sometimes overlooked.

What We Get

- Each year, through the state congresses of parents and teachers, all local unit presidents receive a *Manual* and several other publications of the National Congress of Parents and Teachers. As past president of more than one local and also of a county council, let me say that I found them all extremely helpful to me and to my executive committees. I can't affix a price tag, but the value of these aids was evident in the things we did. The programs, activities, and projects that we planned and carried out were far more numerous and far more successful than they would have been if we had used only our own ideas. I believe most locals find this to be so.

Second, when our local or our council needed help on specific problems (and we often did), we would write to the state office and/or the National Office for dependable assistance. Sometimes we received publications we did not have—or even know about. In some instances the help came in the form of a letter, based on the experience of those who had met the same problems. More than once from the state congress and once from the National Congress representatives came to our community as resource persons.

Third, our membership in the state and National Congress of Parents and Teachers gave us representation at both state and national P.T.A. conventions. There—with our participation—programs, plans, and policies were developed that affected the opportunities of children in our own community. The leaders we sent to these conventions came back better informed about school and community problems and needs, inspired with fresh zeal for P.T.A. work, and equipped with new ideas picked up in the give-and-take of convention discussion. This was valuable leadership training and a source of direction for the work of our associations.

Fourth, our state and National Congress membership gave us our only available means of working on problems broader than those of our own community. We wanted to work on better state aid, improved school legislation, a better teacher retirement system for our state, various health and safety projects, and so on. The state and national offices kept us informed about what we could do to help with these broader problems of education and child welfare.

Fifth, because there was a state and national organization, we could and did receive, at nominal cost, copies of three excellent periodicals for our officers and leaders: the state parent-teacher bulletin, the *National Congress Bulletin*, and the *National Parent-Teacher*. These publications were continuously helpful resources to our association. I cannot say just what the dollar cost of all these services would have been if there had been a commercial market place where we could have bought them item by item as we needed them.

In my considered opinion, then, the fact that the P.T.A.'s to which I have belonged were units of the state and National Congress made them much more dynamic than they would otherwise have been.

What We Give

- Quite as important as the question "What do I get?" is the question "What do I give?" The P.T.A. is an organization that serves children and youth. To improve the opportunities of children and youth there are some things that can be done locally, without the help of any broader organization. On the other

Dr. Booker is the assistant director of press and public relations for the National Education Association and a member of the Joint Committee of the N.E.A. and the National Congress of Parents and Teachers.

and, there are some things that cannot e done by any local organization work- ıg independently, no matter how effi- ient it is. Some things must be done y cooperative effort or they will not e done at all. Some problems are com- ıunity-wide, some state-wide, some na- ion-wide in scope. Without the means or effective cooperation among P.T.A's ıeir influence on these larger problems ould be negligible. When a local unit orks through councils, districts, state ranches, and the National Congress its ıfluence is multiplied many times over.

In other words, although a "lone olf" organization may be very helpful ithin a given school, it can have vir- ially no effect on general public opin- on, and it will command little atten- ion or respect outside its own commu- ity. Compare the potential influence f each P.T.A., working independently ı its own school, to that of a national rganization nearly eight million strong, ith highly effective channels both for ommunication and for participation!

Some may reply, "But the National ongress does exist, whether we belong o it or not, and very few will know whether or not we do belong." This, unfortunately, is true. An association *can* ride along free on the accomplishments of others, if it wants to be a parasite. But it doesn't take many parasites to sap the strength of the living organism on which they feed. That is just as true of a national organization as it is of a plant or tree. For this reason we do well to stress the question, "What can I give, in better opportunities for boys and girls, by working through our P.T.A. council, district, state branch, and the National Congress?"

An Example of Cooperation

• At present my major professional responsibility is coordinating plans for American Education Week and promoting its observance. One of the national sponsors of American Education Week is the National Congress of Parents and Teachers. Another is the National Education Association. Now suppose all teachers' associations and local P.T.A.'s decided that they were self-sufficient. Obviously there would be no such project as American Education Week. You might have a very good "education week" in your own town, some time during the school year. Other communities might also have special days and weeks to feature school problems. But it would not be a national observance.

Does it not mean something to the American Education Week observance in your town that at the same time nearly twenty million Americans are also visiting schools? That from coast to coast newspapers and magazines are giving headline treatment to school news? That across the nation sermons are preached on the public schools? That radio and TV network programs take the time to "plug" for good schools? That thousands of organizations plan a special A.E.W. program for their November meeting? This is the type of national cooperation that a local P.T.A. simply could not arrange by itself. I cite it merely as one well-known and easily understood example of cooperative work. There are many others.

The question raised by your group is valid. No organization deserves the unquestioned allegiance of individuals or groups. Undoubtedly their questioning is sincere, and their evaluation will be fair-minded. Their only concern, therefore, is to see that they have at their command the yardsticks of true value. When they begin to add up the value of what they get and what they give through membership with state and national groups, they will quickly find that their dues in these organizations come at bargain-basement prices.

Sincerely yours,

IVAN A. BOOKER

Our Objects

• To promote the welfare of children and youth in home, school, church, and community.

• To raise the standards of home life.

• To secure adequate laws for the care and protection of children and youth.

• To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

• To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

NOMINEES FOR OFFICE

• Five national officers will be elected at our national convention in Atlantic City, May 24–26. Members of the nominating committee are Mrs. Edward T. Walker, John S. Carroll, Mrs. Harry E. King, Mrs. Albert Solomon, and Mrs. James J. Walker. They have submitted the following list of nominees:

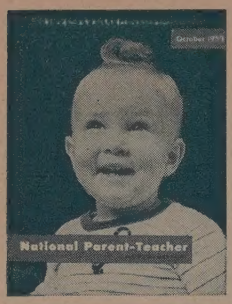
Second vice-president, Kenneth E. Oberholtzer, Denver, Colorado

Vice-president from Region I, Mrs. Ramon Lawrence, Jericho, Vermont

Vice-president from Region II, Joseph A. Hunter, Baltimore, Maryland

Vice-president from Region IV, Mrs. T. H. Ludlow, Riverside, Illinois

Vice-president from Region VI, Mrs. H. G. Stinnett, Jr., Plainview, Texas.



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P.T.A. Objects BOOKMARK

● If you want to give new members a handy reminder of the P.T.A. Objects; if you're looking for an original favor for unit parties and luncheons; if you're searching for a thoughtful "extra" as a remembrance of birthdays and holidays, why not order some of the fabric bookmarks illustrated here? The Objects are woven into the fabric, which is mounted on an attractive greeting card and enclosed in an envelope for mailing. Five cents from the sale of each will go into our national headquarters fund. Bookmarks may be obtained from your state congress or from the National Office at fifteen cents each.

● Every P.T.A. can find appropriate use for at least ten or twelve of these bookmarks. Order a quantity today for *your* P.T.A.

1954 National Convention
Place: Atlantic City, New Jersey
Time: May 24, 25, 26.

RED CROSS OPENS DRIVE

ONE out of every six persons in the United States received Red Cross assistance or training last year. In this group were P.T.A. members like those of the Cunningham association in Joliet, Illinois. They learned how to cope with such household casualties as cuts and nosebleeds, as well as more serious accidents, in a Red Cross first-aid course.

It was a first-grade teacher at the school, Loretta Murphy, who interested P.T.A. chairmen in the training in the fall of 1952. Thereupon they decided to mimeograph three hundred circulars telling about first-aid training and distribute them to parents' homes.

From this came a class of eleven, which met for fourteen weeks in the school building. Members became accident conscious and more aware of hazards in the home. They brought in clippings of accidents and discussed what treatment should have been administered. Not only did they learn what to do in an emergency, but how to prevent many emergencies from happening.

This is only one example of cooperation between local chapters of the American National Red Cross and community groups. This month, as it begins its annual drive, the organization asks continued public support to carry on such vital projects as the blood donor program, disaster relief, and aid to hospitalized veterans. Although P.T.A.'s do not make contributions to any groups or agencies from P.T.A. funds, many members answer the Red Cross appeal as individuals.

Describing the organization's activity, the President of the United States has said, "We find the Red Cross on duty everywhere . . . always true to their belief that people, and only people, matter."